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ABSTRACT

This paper describes preservice and inservice training for the staff of the Responsive Care Program. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires. The Responsive Care Model was first implemented at Syracuse University with preschool children. Assumptions are that optimal learning is likely to occur when (1) a child's basic physical needs are met; (2) the child has continued access to a rich environment which provides possibilities for experiences the child can assimilate; (3) the child is free to determine the nature of his/her involvement; and (4) adults provide symbolic feedback directly and through modeling. Objectives, content and alternative strategies for each of the preservice training units are outlined. Training units include: explorations of teaching and learning; general orientation to responsive care program, preparation of/for active, task, and expressive areas, outdoor play, invitational activities; staff responsibilities; preparation for special children; planning for use of Child Repertoire Assessment Record; and preparation for individual work. Inservice training packets are briefly described. (MS)

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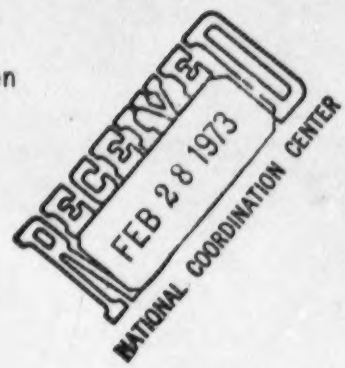

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Introduction

The training of staff for the responsive care program will take place in two phases. The first phase is the preservice training conducted prior to the opening of the center. This will occur during a three week period tentatively envisioned for August 1973. The second phase is the inservice training which will take place during the on-going operation of the center.

The overall purpose of the preservice training is to (1) communicate the tone, intentions and characteristics of the responsive care approach, (2) to help with the organization of the physical setting for responsive care, (3) to establish the duties, responsibilities and privileges of staff in the new program and (4) to assess and begin to further develop the teachers' repertoire for providing for children's activity and learning. The first section of this report outlines the objectives, content and alternative strategies for each of the sessions as they are envisioned at this point. Many alterations will undoubtedly have to be made in the actual training which is conducted and modifications of this plan will begin when the actual circumstances for the replication of the model are determined.

In the second section is a description of the kind of in-service training packets which will be available for use by the new staff after the center is in full operation. The purpose of these materials will be to further develop the teachers' repertoire in a variety of areas. Many of these materials will be produced during the 1973-74 year when the areas of greatest need are more clearly known. Some exemplary packets will be prepared prior to August.

A record of both the pre-service and in-service training will be coordinated by the individual staff member in a training notebook. In the description which follows reference will be made to materials which will be distributed to teachers for insertion in their training notebooks. These insertions and other teacher-prepared sections are intended to organize and give perspective to the individual regarding his or her own training. During nearly all of the training sessions there will be a distribution and/or on-the-spot preparation of written materials for the notebook. Also at the conclusion of each day's activity the trainee will be asked to write informal notes on the day's activity, personal reactions, questions, requests, etc.

Pre-service Training

The following schedule is tentatively proposed for the three week training period. In the sections marked by an asterisk all staff including cooks, secretaries, drivers, etc. should be included if at all possible. In the remaining sessions only teaching staff need to be involved.

The pre-service training will be planned and conducted jointly by Syracuse personnel, herein referred to as the trainer, and the center director. In some of what follows roles for each are suggested but actual division of responsibility for training and development of routines and policies can be arranged in a variety of ways -- largely depending on the

skills and preferences of the center director.

Although the objectives, content and strategies for many of the pre-service training sessions are specified in this report, it should be emphasized that the most effective instruction will probably be done responsively rather than according to plan. Some of the sessions have been especially set up to encourage open-ended discussions and other such situations will undoubtedly arise without special arrangement. By pre-planning the training sessions we are anxious that we not overlook any opportunities for more effectively teaching by responding to the trainee's most immediate concerns and questions.

1 WEEK 1

1.1. DAY 1

1.1.1 Explorations of teaching and learning views*
1.1.2 General orientation to responsive care program*
1.1.3 General orientation to each other*
1.1.4 Orientation to three week training activities*

1.2 DAY 2
1.2.1 Preparation of/for active area

1.3. DAY 3
1.3.1 Preparation of/for task area

1.4. DAY 4
1.4.1 Preparation of/for expressive area

1.5. DAY 5
1.5.1 Overview of staff responsibilities
1.5.2 Nitty gritty details*

2 WEEK 2

2.1 DAY 1
2.1.1 Preparation of/for "special" children
2.1.2 Planning for use of Child Repertoire Assessment Record

2.2 DAY 2
2.2.1 Preparation for supervision of outdoor play
2.2.2 Home visits and/or work sessions

2.3 DAY 3
2.3.1 Preparation for invitational activities
2.3.2 Home visits and/or work sessions

2.4 DAY 4
2.4.1 Review of all ground rules*
2.4.2 Adult ground rules and decision making processes*
2.4.3 Home visits and/or work sessions

2.5 DAY 5
2.5.1 Preparation for individual work
2.5.2 Home visits and/or work sessions

3 WEEK 3

3.1 DAY 1
3.1.1 One-third of children in attendance for full day*

3.2 DAY 2
3.2.1 Two-thirds of children in attendance for full day*

3.3 DAY 3
3.3.1 All children in attendance for full day*

3.4 DAY 4
3.4.1 Identification of problem areas/concerns/needed* additional preparation of materials or areas
3.4.2 Scheduled in response to identified concerns*

3.5 DAY 5
3.5.1 Scheduled in response to identified concerns*
3.5.2 Teacher's repertoire for providing for children's activity and learning
3.5.3 Launching party hosted by trainer*

The objectives, content and some alternative strategies for each training unit are described on the following pages.

1.1.1 Explorations of teaching and learning.

Objectives:

The trainee will
- be able to differentiate between formal and responsive instruction
- identify some of his feelings about his own role as a learner and as a teacher in formal versus responsive instruction
- be able to cite instances of learning in himself and others which occured in the absence of any kind of instruction; with the benefit of responsive instruction

Content:

Formal instruction may be defined as those instances in which both the ends and means of an instructional interchange have been predetermined.

Responsive instruction may be defined as those instances in which either the means or the ends or both of an instructional interchange are not predetermined.

Most instructional situations have some elements of responsive instruction.

The responsive care program relies on responsive instruction to a very great extent.

People vary in how comfortable they feel about relying on responsive instruction as the major vehicle for facilitating children's learning (beyond material arrangement). Some degree of commitment to trying to provide responsive instruction is prerequisite to being a staff member in the responsive care program.

Alternative Strategies:

A. The trainees will be randomly placed in sub-groupings of no more than five per group and will be asked to share among themselves their responses to the following (distributed one at a time):

   a. The most difficulty I've ever had in learning something was--

   b. The things I've learned most easily have been--

   c. Consider responses to the previous two items and then discuss the learning conditions, who was teaching you, how they were teaching you, etc.

   d. I do not enjoy learning when--

   e. I enjoy teaching others things I know when--

   f. I do not enjoy teaching others things I know when--

The differentiation of formal vs. responsive instruction will then be presented to the entire group and they will be asked to cite from their discussions specific instructional and/or learning episodes and, from their description, the trainer will indicate where on the following continuum of formal vs. responsive instruction each item would be placed.

RESPONSIVE INSTRUCTION			FORMAL
No Instruction	Ends Means Open	Ends Predetermined; Means Open	Means Ends Predetermined

The trainees will then be told that the majority of instruction in the responsive care program is in the portion of the continuum and examples will be given.

or

B. Lecture presentation of content with selected illustrations. Each trainee being asked to consider for himself related experiences without sharing.

Participants will be given Roland Barth's questionnaire on Assumptions About Learning and Knowledge to examine and respond to if they wish to do so to help them further assess their own feelings on these issues.*

Notebook insertion:

Summary page on Explorations of Teaching and Learning

*The questionnaire might well be distributed to participants prior to the training sessions

1.1.2 . General orientation to responsive care program

Objectives:

The trainee will be able to identify the following as characteristics of the responsive care program

- large group of children
- heterogeneity of children
- many teachers
- heterogeneity of teacher background
- diversified space; active, expressive, task
- structure related to space not time
- consistency of ground rules
- option to child of location in program
- invitation activities
- "special" children
- individual work
- record keeping on repertoire
- goal: extended repertoire; learning not specific learning
- responsive instruction

Content:

See slide show script

Alternative strategies:

Presentation of slide show with discussion.
or
Lecture with discussion.
or
Independent reading of descriptive materials. This would require the compilation of some of the written materials we have or will produce into a package to be made available to staff.

1.1.3 General orientation to each other

Objectives:

The trainees will

- become familiar with each other's manner of expression and concerns
- begin to recognize the value to themselves of working with the other staff members
- begin an assessment of their own personal strengths, interests and values which may contribute to their professional involvement in the program

Content:

Each person has concerns, values, feelings which can be expressed.

From each person's unique background there will be substance to enrich the experience of others who work with him and for the children who encounter him.

Alternative Strategies:

Each trainee will be asked to consider and share with a sub-group what about himself is unique (will probably be true only of himself and not of others present in the group). Possible examples are "from a family of fourteen," "lived in Mexico for a year," "been an ADC mother," "do deep sea diving," "am now pregnant," etc.

Each sub-group will later pit their most unique item against those from other sub-groups determining whether it is, in fact, unique or also true of others in the group.

Each trainee will list three things they would like to learn and one or more things they feel they could teach other adults. The trainer will make an "on-the-spot" listing on a chalkboard or chart paper discussing and identifying people's interests and specialities as he goes through lists.

The trainees will be divided into sub-groups and will be asked to respond to and then share some of the following or similar kinds of items:

- something you did--age 13 or before-- very meaningful experience
- what would you do--given $250,000.00?
- peak joy experience
- tell about someone you have influenced positively or vice versa
- when I enter a new group I feel ___
- when I'm in a new group I feel most comfortable when ---

or

The trainees will be asked to draw and share a coat of arms and insert a drawing presenting the following into sections of it:

1. something you are very good at
2. something you are struggling to do better
3. a value you feel very strongly about and would not waiver on
4. a material object most significant to you
5. an accomplishment this year
6. a set back
7. three words you would like to be remembered by in your epitaph

1.1.4 Orientation to three week training activities

Objectives:

The trainees will

- have an overview of events to occur over the three week period
- have realistic expectations for their participation during the training period in terms of effort, time, and commitment

Content:

Schedule as it has finally been developed in conjunction with the program director including times, expectations for attendance, general nature of training activities, etc.

Alternative strategies:

Presentation by trainer. Discussion and problem resolution led by trainer and director.

or

Presentation by director. Discussion led by trainer and director and problem resolution led by director.

Notebook insertion:

Schedule for three week training period

1.2 Preparation of/for active area

Objectives:

The trainees will be able to

- state the purposes of the active area
- give the rationale for the location of various pieces of equipment in the active area
- take on specific responsibilities for further development of needed materials in the active area (optional)
- discuss how various pieces of equipment can be used for diagnostic observations, for responsive instruction
- state ground rules for the area
- predict how certain piece of equipment may create interpersonal or other problem situations for children and discuss alternative strategies for handling

Content:

The space, the materials and the equipment in the active area are basically planned to encourage large muscle activity. Quiet play is, of course, possible also. Only safety precautions should be of concern in limiting children's options for "doing" with the materials and equipment available in the area. Noise, running, teasing should be anticipated. All kinds of teaching can be done responsively in this area.

The location of equipment and the further development of the area must be determined on-site to facilitate the above. An initial placement of the equipment will have been done prior to this training session.

Ideas on how equipment can be used for diagnosis and responsive instruction are included in the active area sourcebook (under preparation).

The ground rules for the area will be determined during the session by the staff

Each adult will propose alternative means of handling problem situations. There are no "right" ways of handling. The idea of broad repertoire of possibilities will be emphasized as the desirable goal.

Alternative strategies:

(Conduct sessions in the active area with all or most of equipment available and at least partially arranged.)

Verbal introduction of purposes of active area.

or

Show series of slides of Syracuse active area and encourage group to deduce purposes.

The program director will describe the rationale for the placement of various pieces of equipment. The various pieces of equipment will also be labeled to insure some uniformity for benefit of communication among staff and to children. The staff will be asked for other views on the placement which may not have been thought of previously.

or

Encourage group to examine and discuss the location of equipment, giving rationale if they seem to be overlooking it. Move some pieces to new location and consider whether more or less is desirable.

or

Provide scaled models of space and equipment. Have sub-groups generate plans for arrangement and later share with total group--explaining rationale. A desirable plan could be implemented; others held in obeyance.

The group will brainstorm on possibilities for learning inherent in specific pieces of equipment.

The group will discuss what other kinds of materials might be developed for use in the active area.

The trainer will introduce and distribute the active area sourcebook. The contents will be described and examined.

The group will divide into sub-groups to suggest and list potential ground rules for the area. From the shared lists the whole group will be helped by the trainer and director to reach a concensus on those which will be retained.

Show slides and/or photographs of Syracuse active play area, including problem situations. Generate list of alternative ways of handling several exemplary problem situations.

Notebook insertion:
Summary sheet for Active Area.

1.3 Preparation of/for task area

Objectives:

The trainees will be able to

- state the purposes of the task area
- give the rationale for the location of various pieces of equipment in the task area
- take on specific responsibilities for further development of needed materials in the task area (optional)
- discuss how various pieces of equipment can be used for diagnostic observations, for responsive instruction
- state ground rules for the area
- predict how certain piece of equipment may create interpersonal or other problem situations for children and discuss alternative strategies for handling

Content:

The space, materials and equipment in the task area are basically planned to encourage quiet concentration. Running, teasing, noisy play are discouraged. Located in the task area are many small manipulanda, books, audio equipment, etc. Without careful organization for placement of materials and ground rules to preserve the orderliness, the task room can easily become a shambles.

The location of equipment and the further development of the area must be determined on-site. An initial placement of the equipment will have been done prior to this training session.

Ideas on how equipment can be used for diagnosis and responsive instruction are included in the task area handbook.

The ground rules for the area will be determined during the session by the staff.

Each adult will propose alternative means of handling problem situations. There are no "right" ways of handling. The idea of broad repertoire of possibilities will be emphasized as the desirable goal.

Alternative strategies:

(Conduct session in the task area with all or most of equipment available and at least partially arranged.)

Verbal introduction of purposes of task area.

or

Show series of slides of Syracuse task area and encourage group to deduce purposes.

The program director will describe the rationale for the placement of various pieces of equipment. The various pieces of equipment will also be labeled to insure some uniformity for benefit of communication among staff and to children. The staff will be asked for other views on the placement which may not have been thought of previously.

or

Encourage group to examine and discuss the location of equipment, giving rationale if they seem to be overlooking it. Move some pieces to new location and consider whether more or less is desirable.

or

Provide scaled models of space and equipment. Have sub-groups generate plans for arrangement and later share with total group--explaining rationale. A desirable plan could be implemented; others held in obeyance.

The group will brainstorm on possibilities for learning inherent in specific pieces of equipment.

The group will discuss what other kinds of materials might be developed for use in the task area.

The trainer will introduce and distribute the task area sourcebook. The contents will be described and examined.

The group will divide into sub-groups to suggest and list potential ground rules for the area. From the shared lists the whole group will be helped by the trainer and director to reach a concensus on those which will be retained.

Show slides and/or photographs of Syracuse task play area, including problem situations. Generate list of alternative ways of handling several exemplary problem situations.

Notebook insertion:

Summary sheet for Task Area.

1.4 Preparation of/for expressive area

Objectives:

The trainees will be able to

- state the purposes of the expressive area
- give the rationale for the location of various pieces of equipment in the expressive area
- take on specific responsibilities for further development of needed materials in the expressive area (optional)
- discuss how various pieces of equipment can be used for diagnostic observations, for responsive instruction
- state ground rules for the area
- predict how certain piece of equipment may create interpersonal or other problem situations for children and discuss alternative strategies for handling

Content:

The space, materials and equipment in the expressive area are basically planned to encourage all kinds of creative activity and experimentation with materials. The most critical concern is to arrange a setting where there can be maximal availability to diverse media and to dramatic props. To keep the area functional on a continuous basis careful arrangement of storage, centers, and ground rules is essential. These must be determined on-site. An initial placement of materials in storage and the placement of the various equipment and materials will have been done prior to this training session.

Ideas on how equipment can be used for responsive instruction are included in the expressive area sourcebook (under preparation).

The ground rules for the area will be determined during the session by the staff.

Each adult will propose alternative means for handling problem situations. The idea of broad repertoire of possibilities will be emphasized as the desirable goal.

Alternative strategies:

(Conduct sessions in the expressive area with all or most of the equipment and materials available and at least partially arranged.)

Verbal introduction of purposes of expressive area.

or

Show series of slides of Syracuse expressive area and encourage group to deduce purposes.

The program director will describe the rationale for the placement of various pieces of equipment and materials. The staff will be asked for other views on the placement which may not have been thought of previously.

or

Encourage group to examine and discuss the location of equipment and materials, giving rationale if they seem to be overlooking it. Move some items to new locations and consider whether more or less desirable.

The trainer will introduce and distribute the expressive area sourcebook. The contents will be described and examined.

The group will be divided into sub-groups to suggest and list potential ground rules for the area. From the shared lists the whole group will be helped by the trainer and director to reach a concenus on those which will be retained.

Show slides and/or photographs of Syracuse expressive play area, including problem situations. Generate list of alternative ways of handling several exemplary problem situations.

Notebook insertion:

Summary sheet for Expressive Area

1.5.1 Overview of staff responsibilties

Objectives:

The trainee will be able to

- describe the general responsibilties he and a teammate will assume under each of three different assignment patterns
- describe how he and a teammate will handle a specific assignment pattern during the first week of full operation
- describe (or at least become aware of) his own concerns about these new responsibilities

Content:

The trainer and director will have designed an initial pattern of rotating responsibility based on the local situation. This cannot be predicted in any detail prior to knowing about the number of staff, hours, etc. In general the patterns described in the document Description of Staff Responsibilities and Decision Making Procedures in the Responsive Care Program will be followed.

In order to dependably provide adequate coverage with a minimum of confusion and an equitable distribution of the less glamorous duties it is recommended that a schedule be worked out which systematically rotates all assignments for staff members on a weekly or bi-weekly basis.

Assignment 1 -	Supervision of expressive area	8:00-11:30
Assignment 2 -	Supervision of active area	8:00-11:30
	Supervision of snack	9:00-9:30
	Supervision of outdoor play	10:30-11:30
Assignment 3 -	Supervision of task area	8:00-11:30
	Present story/other group activity	9:30-10:30
	Supervision of outdoor play	10:30-11:30

The two teachers assigned as a pair to one of the above assignments determine between themselves who will do which duties on a particular day. The three assignments specified above require both of the pair to be in specific locations

in the program only during certain time periods across the session. Unless scheduled for two different areas or events simultaneously the two may determine for themselves whether they will both work in the same area. whether one will "float" to another location where there is a particular need, or whether they will engage in some other relevant activity such as preparation of materials, sustained individual work, etc. The pair system is recommended since it provides more flexibility for each person than a single assignment plan--yet dependably insures the necessary coverage for each area and event.

In supervision of the areas the teachers' responsibilities include

- maintaining the environment as arranged for the area
- enforcing ground rules established for the area
- providing informal responsive instruction
- periodically providing for some additonal introduction of materials, possible activities in the area
- noting and reporting disabled equipment, depleted supplies, or potentially dangerous circumstances
- observing (and where applicable noting in writing for Child Repertoire Assessment Form) each child's actions and state of being.

Strategies:

The director will present the initial patterns which he/she and the Syracuse trainer have devised. (Discussion with the group may very well lead to modifications.)

or

The trainer will present initial pattern and conduct discussion.

Each teacher will be given a floor plan for the building and will place cut out figures of themselves and their teammates in the particular location where they would be in the program at various points of the day (announced by the trainer by half-hour intervals) under each of the assignment patterns.

Role playing will be conducted in each area with teacher roles and child roles in a described situation being enacted and discussed.

The trainer will lead discussion concerning possible fears, uncomfortable feelings the staff may have about assuming these new roles in the responsive care program. This discussion will be initiated by citing some of the feelings the teachers at Syracuse had as they began to work in the program format.

or

Each individual will be asked to write down concerns and fears they have about assuming their new roles in the program and will share these in small groups first and then a member of each group will summarize the small group's concerns to the total group.

Notebook insertion:

Summary sheet for overview of adults' day.

1.5.2 Nitty gritty details

Objectives:

The trainees will have statements of agreement on the nitty gritty aspects of program management including procedures for opening the center; greeting children; attendance; storing outdoor clothing, etc.; health routines; snack; lunch; nap; transportation (if necessary); departing procedures; closing the center.

Content:

See CEMREL materials on Procedures for the Daily Opening and Closing of a center.

Some staff members must be available to greet and help arriving and departing children as needed; to make informal health check; to mark attendance.

The details of these arrangements will vary from location to location but policies for each should be established during this session.

See sheet on The Teacher's Guide to Snack and Lunch (in preparation). Local procedures for providing for snack and lunch must be established.

See sheet on The Teacher's Guide to Naps (in preparation). Nap procedures applicable to the local center must be carefully established.

Strategies:

The trainer will present the Opening and Closing materials. Questions and discussion as needed. Plans for locating the checklists and responsibilities for making checks will be assigned.

The director will propose procedures for

- greeting and helping arriving and departing children
- taking attendance
- storing outdoor clothing and possessions
- health routines

or

A sub-committee of staff members will work out a proposal for each of the above and report back to the total group for adoption or modification.

The trainer will present and discuss The Teacher's Guide to Snack and Lunch. The director will propose local procedures to be discussed and modified, as necessary, by the group.

or

A sub-group of staff members will work out proposal for procedures for snack and another develop procedures for lunch. These would be reported back to the total group for adoption or modification.

Same as above for nap procedures.

Notebook insertion:

The Teacher's Guide to Snack and Lunch

The Teacher's Guide to Naps

Summary sheet on Nitty Gritty Details.

2.1.1 Preparation for "special" children

Objectives:

The trainees will

- be able to cite the responsibilities they will assume for their special children
- learn who their special children will be and will be given some basic information about them
- be able to cite some guidelines they intend to follow during the initial home visits

Content:

For each of the children assigned the teacher he or she will be responsible for

1. making an initial home visit and most later home contacts
2. learning as much as possible through inquiry or observation about the child's general physical needs, i.e. health, diet, rest, clothing
3. noting child's state of physical health and emotional well-being and taking action where necessary, i.e. arranging to have an ill child taken home.
4. providing individual sessions for the child on a weekly basis outside the regular program areas to do "special" things
5. keeping an on-going record of the child's developing repertoire as spontaneously exhibited in the program structure

Tentative assignments will have been prepared in advance of this session and copies of available basic information about the child made ready for distribution. Permanent Record Cards may be all that is needed for this purpose.

The most effective way of learning about the home situation and of forming workable home-school relationships is to only ask for essential information on the initial visit, e.g. emergency phone numbers, allergies, doctor, child's likes and dislikes, fears, and to be non-evaluative about any

information the parent offers about the home circumstances. The major task of the teacher in the home visit is to anticipate the parent's concerns about the child's attendance at the center and to supply whatever information might be helpful.

Alternative strategies:

The tentative assignments will be distributed or displayed and the group, led by either the director or the trainer, will discuss any changes that are proposed. Changes will be made where there is reasonable justification for doing so.

Each of the responsibilities for "special" children will be presented and discussed. Anecdotes from the Syracuse staff experiences will be shared.

Sub-groups will meet and discuss two topics--(1) what they would hope to learn from the initial home visit and (2) how they will attempt to establish good home-school relationships. Groups will share ideas and compile guidelines. The director and trainer will make further suggestions as these are deemed appropriate.

or

Guidelines formulated by the trainer and director will be presented and discussed with modifications and further suggestions coming from the group.

The trainer will suggest that parents be contacted later in the day about the time of the initial home visit. Parents will have been told previously that they should anticipate these visits during the subsequent three afternoons or evenings.

Notebook insertion:

Summary sheet on Preparation for "Special" Children

2.1.2 Planning for use of Child Repertoire Assessment Record

Objectives:

The trainee

- will be able to cite several reasons for making a record of the child's developing repertoire
- will be able to think of further potential examples for categories of the Child Repertoire Assessment Record
- will be aware that the categories are not all inclusive and that additional pages may be desired by the individual teacher

Content:

The purposes of making a record of the special child's developing repertoire are (1) to make the teacher more aware of the diverse aspects of this child's development, (2) to serve as a basis for planning of individual work sessions, (3) to aid the teacher in communicating with others about the child's development, and (4) to increase the teacher's overall awareness of the many dimensions of any child's development.

See Teacher's Guide to Child Repertoire Assessment Record.

Alternative strategies:

Begin with a presentation to the group of the Child Repertoire Assessment Record.

or

Reserve discussion of the purposes of the record until after the presentation and discussion of the Teacher's Guide. At this point the group might well deduce some of the purposes.

The trainer will distribute copies of the record and will use the Teacher's Guide explanatory material and examples to describe the purposes of each section and the meaning of the terms.

The trainer will project transparencies prepared of the Teacher's Guide as she talks through the pages and will periodically also project additional sample pages from two or three records of different Syracuse children.

The trainer will cite samples of behavior and each trainee will try to determine where in the record, if at all, such an item might be appropriately recorded.

2.2.1 Preparation for supervision of outdoor play

Objectives:

The trainee will be able to

- state the purposes for outdoor play
- take on specific responsibility for further development of needed equipment in the outdoor area (optional)
- discuss how various pieces of equipment and/or natural materials can be used for diagnostic observations; for responsive instruction
- state ground rules for outdoor play
- predict how certain pieces of equipment may create interpersonal problems or safety problems for children and discuss alternative strategies for handling

Content:

The outdoors provides a different setting for active, expressive and task involvements. The contrast in sights, smells, textures, temperatures would be worthwhile for children to experience even without the healthful aspects and the advantage of extended space. It would be unfortunate to perceive of the outdoors as only providing for large muscle activity. Sand, dirt, pebbles, water, grass, weeds, live wild creatures, etc. are not to be overlooked as learning and/or expressive media.

Ideas on how the equipment and natural materials of the outdoor area may be used for diagnostic observations and for responsive instruction will be generated during the session by the group.

The ground rules for the outdoor area will be determined during the session by the staff.

Each adult will propose alternative means of handling problem situations. The idea of broad repertoire of possibilities will be emphasized as the appropriate goal.

Alternative strategies:

Verbal introduction of purposes of outdoor play.
or
Show series of slides of Syracuse outdoor play and encourage group to deduce purposes.

The group will examine the available outdoor equipment and will discuss what other kinds of materials might be developed for use in the outdoor area.

The group will work in sub-groups to generate ideas for responsive instruction and diagnostic observations involving any three pieces of equipment or natural objects. These will be shared and expanded upon by the total group with the products later reproduced for inclusion in the notebooks or as a separate booklet Sourcebook for Outdoor Play.

The group will be divided into sub-groups to suggest and list potential ground rules for the area. From the shared lists the whole group will be helped by the trainer and director to reach concensus on those which will be retained. See guides from Director's Handbook.

Show slides and/or photographs of Syracuse outdoor play, including problem situations. Generate list of alternative ways of handling several exemplary problem situations.

Notebook insertion:

Summary sheet for Outdoor Play.

2.3.1 Preparation for invitational activities

Objectives:

The trainees will be able to

- suggest several different kinds of activities that can be arranged as invitational events
- name several invitational events they might personally conduct
- cite the procedure the group has decided they will follow for initiating, conducting, and concluding invitational activities
- list alternative ways of handling specific situations that may arise during an invitational event i.e. disruptive behavior, general disinterest, unexpected delays, etc.

Content:

Invitational events may include such activities as

1. Story activities--story reading; storytelling with flannel board; listening to story records; related dramatization
2. Music activities--singing; movement with and without props, i.e. tubes, scarves, shifting colored lights; marching and parade activities; singing games; rhythm instruments
3. Media presentations--film strips; slide showings; video tape viewing (tapes of selves); photographs and pictures
4. Dramatic activities--puppet shows; dramatic movement; talent shows; plays (presented by staff)
5. Special art activities
6. Special visits--fireman, etc.
7. Science experiences and experiments
8. Games--color or alphabet Bingo; Lotto, etc.

9. Races and traffic flow activities

10. Dictation of group stories, picture captions, etc. (adult recording children's expression)

There must be established procedures for initiating, conducting, concluding invitational activities which are in keeping with the local setting. Provisions must be made for informing invited children of the event; for collecting those interested and guiding them to the planned location with minimal disruption to other activities; for allowing those who initially accept invitations but later change their minds to leave without disruption; for preventing those who decide late to join the event from interrupting the ongoing activity.

The most favorable location for various kinds of invitational activities must be determined. It is important to consider the elimination of non-relevant distractions, ease of access, ease of management, safety.

The ground rules implicit in the planning of procedures must be extrapolated and stated as they will be communicated to children.

Each teacher already has an initial repertoire of possible invitational events. These should be identified.

Alternative strategies:

Show slides of range of Syracuse invitational events and use them as the basis for beginning to generate a list of possible invitational events.

or

Distribute prepared list of possible invitational events. Discuss and clarify.

The director or trainer will suggest procedures to be discussed or modified as necessary.

or

Sub-groups will meet and formulate procedures for each of the aspects of invitational events i.e. how to collect children interested, etc.
The director or trainer will make initial suggestions of locations for various kinds of invitational events, giving the rationale for each suggestion. These will be discussed and expanded or modified as deemed desirable.

The trainer will guide the group in abstracting from their procedures the implicit ground rules for children and will record these in the form in which they will be communicated to children.

Each teacher will be asked to list for their notebooks the kind of invitational events they can currently offer (a) on an impromptu basis and (b) with some time for advance preparation. The group will then discuss what kind of arrangements would (a) make it easy for them to make full use of their current repertoire and (b) be helpful to them in extending their repertoire. The future availability of in-service training packets will be discussed.

The in-service packet on Working with Children in a Group will be mentioned as a future resource available for those who feel a need to improve their skills in group management.

Notebook insertion:

Ground rules for invitational activities

Procedures for invitational activities

Summary sheet on invitational activities

2.4.1 Review of all ground rules

Objectives:

The trainee will be able to

- identify ground rule infractions in the various locations and events

- cite alternative ways they favor for use in above situations

Content:

Consistency among adults in expectations for children's behavior is very important. Therefore all staff must be aware of all ground rules and must be ready to take some action (not necessarily the same actions as other staff members) when ground rule infringements occur. This is especially critical early in the program year.

See sheet on Alternatives for Enforcing Ground Rules.

Alternative strategies:

Each of the ground rules formulated during previous sessions will be examined in turn and sticky "what if--" questions raised by the trainer and director to make sure of understanding and concensus.

and/or

Role playing will take place in each of the areas. In each area some few of the group will act as children; one will act as the teacher and the remainder will be observers. The first role playing episodes in each area will be done without direction and a later one will have a prescribed written problem situation to enact and respond to. The observers will be furnished with noise makers to sound upon spotting a ground rule infringement-- at which point all other action will stop while all except that "child" and the teacher stop and observe their interchange. Each situation will be discussed to the extent the group wishes.

Notebook insertion:

Alternatives for Enforcing Ground Rules

Summary of all program Ground Rules

2.4.2 Adult ground rules and decision-making processes

Objectives

The trainees will

- be able to cite adult ground rules
- be able to cite procedures for decision making

Content:

See paper on Description of Staff Responsibilities and Decision-making Procedures in the Responsive Care Program

Strategy:

Copies of the adult ground rules will be distributed, presented and clarified by the director.

The trainer will describe suggested decision-making procedures followed by discussion and modifications as deemed in keeping with the model requirements.

Notebook insertion:

List of adult ground rules.

Summary sheet on Decision-making Procedures.

2.5.1 Preparation for individual work

Objectives:

The trainee will

- be able to cite purposes for the individual sessions
- be able to cite many possible materials for use in the individual sessions
- will be able to cite, for several of the above materials, the possible diagnostic value or learning which might be derived
- will be able to record their individual sessions on the provided forms

Content:

See document A Time All His Own: The Individual Session of the Responsive Care Program

Alternative strategies:

The trainer will distribute A Time All His Own: The Individual Session of the Responsive Care Program and provide time for each teacher to examine its contents. This examination will be followed by as much questioning and discussion as the group wishes to have.

The variety of materials available in the local center suitable for individual work will be identified and for one or two of these materials the trainer will describe in some detail (a) how the material was probably intended to be used by its producer, (b) how various children might use the material in individual session, (c) what some of the possibilities are for both formal and responsive instruction and (d) diagnostic observations that might be done for the Child Repertoire Assessment Record.

The group will be divided into sub-groups to further examine selected materials and to address the above four questions. Some sharing of each group's conclusions will be done at the end of the session.

Notebook insertion:

Record form for Individual Work

2.2.2
2.2.3
2.4.3 Work Sessions

Work sessions may include such activities as gaining familiarity with children's books and with children's manipulative materials or games; gaining skill in preparation of routinely offered art media such as salt clay, easel paints; gaining familiarity with outdoor nature possibilities; preliminary investigations of field trip possibilities; exploring ideas for use of work bench; surveying community for free and inexpensive materials; preparation of dressup and other classroom materials; etc.

For most of the topics written guides suggesting alternative ways of initiating activities will be provided. For other topics no guides will be necessary. Some teachers may simply engage in needed work projects. Some types of preparation of materials will have been discussed in earlier sessions. Each individual teacher will make his own decision about the kind of activity in which he will engage unless there are very critical areas of need for readying the program setting which must take precedence over individual choices. At the end of the session the entire group will meet together to discuss the high points of their efforts and to show or describe any products that have resulted.

3.1.1
3.2.1
3.3.1 Responsive instruction as deemed appropriate by
3.4.1 director and trainer
3.4.2
3.5
3.5.1

3.5.2 Teacher's repertoire for providing for children's activity and learning

The intent of this session is to appraise the need for further in-service training activities and to allow the trainee to indicate the areas in which he himself would most like to improve. The activities are also intended to set the stage for continuous staff development through peer support and instruction.

The trainees will respond to written inventories for a portion of this session.

The remainder of the session will be devoted to peer instruction scheduled according to data obtained on the first day about areas of expertise and interest and from observations made by the trainer and director of areas of strength demonstrated during the training period.

In-Service Training

Inservice training will consist of two types of instruction--(1) responsive instruction by Syracuse personnel during each of their visits and (2) training packets to be made available for use by individual teachers or pairs of teachers during special times when they are relieved of their responsibilities to allow training involvement.

The training packet consists of the following - (a) a pre-assessment to help the user take stock of his existent repertoire in the area, (b) a list of activities suggested as helpful in increasing repertoire/skill and (c) a post assessment to help in the appraisal of what was gained from the activity. These three will be produced on notebook paper which can be inserted in the training notebook.

For some of the packets a collection of reference materials will be provided. Others require only experimentation, observation, interviewing, brainstorming and reading materials will thus not be supplied.

The packets which we anticipate producing initially are on the following kinds of topics: Providing Field Trips, Providing Singing Activities, Providing Movement Activities, Working With Children in a Group, Promoting Inquiry.

As the specific needs of the teachers at the replication site are known other appropriate packets will be developed. All of these will be considered as pilots in the 1973-74 year and will be under continuous revision. We anticipate that the directors and staffs in the replication centers can contribute substantially to their revision.